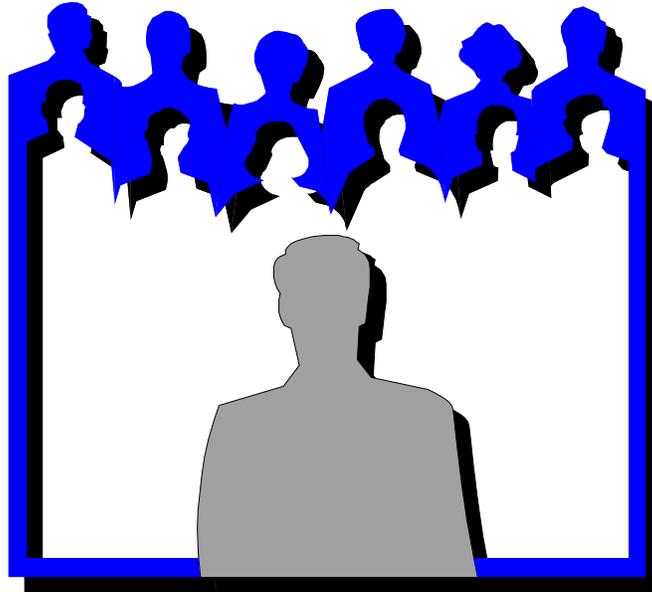


ACCEPTING RESPONSIBILITY



COMPETENCY

CATEGORY: Work Place Skills

COMPETENCY

NUMBER: H.69

COMPETENCY:

Demonstrate a willingness to accept responsibility for one's own actions.

OBJECTIVE:

Upon completion of this module, students will be able to demonstrate a willingness to accept responsibility for one's own actions.



Copyright © 2000

by

JOBS FOR AMERICA'S GRADUATES, INC.

All rights reserved under International and Pan-American Copyrights Conventions. No portion of this publication may be reproduced in any form without permission in writing from JOBS FOR AMERICA'S GRADUATES, INC. except by a local or state affiliate of the JAG NATIONAL NETWORK.

JAG



Published by JOBS FOR AMERICA'S GRADUATES, INC.

1729 King St., Suite 100

Alexandria, VA 22314

703.684.9479

703.684.9489 - Fax

Printed in the United States of America

Copies of this publication are available by contacting JOBS FOR AMERICA'S GRADUATES
or the JAG FIELD SERVICES OFFICE, 6021 Morriss Rd., Suite 111, Flower Mound, TX 75028.

972.691.4486 • 972.874.0063 Fax • www.jag.org

INDEX

RESOURCE	SPECIALIST	STUDENT (# PER)	PAGE
Learning Activity H.69-1 • Newspapers, magazines			14
Learning Activity H.69-2 • Employers to interview			15
Learning Activity H.69-3			16
Learning Activity H.69-4 • Work Sheet—"Journal Writing"			17 18
Learning Activity H.69-5 • Types of Support Linkages • Community Resources • Service Activity Action Plan			19 20 21 22
Reading Activity H.69 • "Taking Responsibility"			24 25
Math Activity H.69 • Work Sheet—"Averaging"			29 30
Pre-Assessment/Post-Assessment			32
Answer Key—Pre-Assessment/Post-Assessment			34
Answer Key—Reading Activity			37
Answer Key—Math Activity			38

INTRODUCTION

- Ask the following questions:
 1. Have you ever felt badly because you have failed to assume responsibility for doing something?
 2. How do you feel when you ask someone to take responsibility for a task and they don't follow through?
 3. What is responsibility?
 4. What makes a person responsible?
- We will address these questions and many others as we complete this module entitled, "Accepting Responsibility."

Administer Pre-Assessment

Note to Specialist: You may want to refer to the content and activities in modules C.19-Practice Effective Human Relations and F.35-Demonstrate an Ability to Assume Responsibility for Actions and Decisions.

OUTLINE

- A. Personal qualities, work habits, and attitude
 1. It is important to remember that in order to be adequately prepared for the workforce, a number of personal qualities, work habits, and attitudes will be essential.
 2. Primarily these include the following:
 - a. Self-esteem/self worth – Believe in own self-worth, maintain a positive view, exhibit a "can do" attitude, stand up for one's beliefs

- b. Responsibility – Exert a high level of effort and perseverance toward a goal; display high standards of attendance, enthusiasm, and optimism
- c. Sociability – Demonstrate cooperation, understanding, friendliness, humor, adaptability, politeness, and thoughtfulness in group settings; relate well to others
- d. Self-management – Set personal goals, monitor progress, exhibit punctuality and self-control, allocate resources efficiently, respond to feedback non-defensively
- e. Integrity and honesty – Demonstrate justice, honorable behavior, and a social conscience; can be trusted; choose ethical causes of action
- f. Selflessness and humanity – Give back to society, recognize the needs of others, value democratic processes

B. Responsibility

1. When we are accountable for something within our power or control, we are said to be responsible.
2. Since humans have the capacity to make moral decisions, we also have the obligation to make correct decisions or face some consequences.
3. The concept of responsibility is universal. It is found throughout our human history and is prominent in the thinking of every tribe, village, or nation that has ever existed.
4. Responsibility became the foundation that society used to build acceptable social behavior on the part of its members.
5. It also became a yardstick used by individuals to decide whether their actual behavior matched what they knew was the right thing. This is called conscience.

6. Wouldn't it be easier for us to say to ourselves, "I will be responsible, and I will accept responsibility no matter what the consequences?" It doesn't take any more energy to accept responsibility than to evade it.
7. By accepting responsibility for your character and behavior, you must have the courage to be held accountable for your actions. You won't be able to blame mom or dad, the environment, your lack of money, your ignorant supervisor, or other people who just do not understand you. You will have to say, "It is my fault, and I'll try and do better next time." These are tough words to say.
8. Nonetheless, once you are honest with yourself, there is a freedom that comes over you that is exhilarating! No more energy is wasted in trying to convince other people you are something you know you are not! No more fear that someone will expose you as a phony. No more time wasted trying to find someone else to blame.

C. Why responsibility is important

1. Many people think about their lives as something that just happens to them instead of something that they can control themselves.
2. They drift through life reacting to the actions of others instead of taking steps on their own behalf.
3. People who don't know where they are going usually end up where they don't want to be.
4. If we don't take control of the direction our lives will take, we leave ourselves to the mercy of others, often with disastrous consequences.
5. The difficulty is that it often **feels** easier to leave all the decisions to someone else.

6. If we can make another person responsible for our situation or our circumstances, then somehow we can be happy without having to make any effort.
7. Unfortunately, it doesn't really work that way.
8. We can give other people **authority** over us **if we wish**, but we can never make them **responsible** for us, our actions, or our happiness. These things can only be our own responsibility.

D. Characteristics of a responsible person

1. What does responsibility involve?
2. Once we see what we need to do to successfully pursue our goals, we must firmly set aside incompatible desires and resist distractions.
3. Being responsible implies productivity.
4. Honesty involves taking responsibility for our role in any situation, instead of avoiding or shifting it.
5. Being responsible also requires perseverance and persistence. If, after choosing a goal, we soon give up on it, we will fail ourselves as well as show our unreliability to others.

E. Elements of responsibility

1. Common elements of responsibility include:
 - a. The recognition and acceptance of the consequences of each individual's actions. This includes the ability to make responsible individual and social decisions.
 - b. A caring attitude for yourself and others.
 - c. A sense of control in determining one's direction in work and social settings.

- d. The development of leadership, communication, cooperation, and social skills that encourage a sense of self and group responsibility.

F. Benefits of being responsible

1. There are a number of benefits of being responsible including:
 - a. Self-confidence
 - b. Motivation
 - c. Self-reliance
 - d. Greater productivity
 - e. Fuller expression of potential
 - f. Self-esteem

G. Why be responsible?

1. Actually, there isn't any choice. We are all responsible already for everything we do.
2. When we try to give responsibility away, all we actually do is surrender control.
3. We still remain responsible (and accountable) for our actions, behaviors, and emotions.
4. One major problem is that people can only realistically make choices if they **believe** that they have some control over their situation.
5. The first step in accepting responsibility is to acknowledge our **ability to choose**.

6. Of course, this is easier said than done. If we accept that we have choices and responsibility now, then we must also accept that we had choices and responsibility in the past.
7. This leads some people to feel extremely guilty about the way they've behaved in the past.
8. An alternative way to think about past mistakes is to acknowledge them for what they are.
9. We are all born with no idea about life or the way to keep ourselves happy.
10. As we get older, we learn from experiences and change our strategies for living. Part of this experience is that we make inevitable mistakes. This is unavoidable. It's part of being human.
11. Past mistakes are nothing to feel guilty about.
12. On the contrary, the act of recognizing and learning from them is something that we should be very proud of.
13. It doesn't matter how long it takes us to learn the lessons of responsibility, so long as we do. Everyone learns at his or her own rate – that's also part of being human. The important thing is that we get there in the end.
14. There are a number of ways in which people can begin to understand their own choices and responsibility:
 - a. Whenever you are faced with a problem, be it emotional or practical, take a deep breath, focus your mind clearly and objectively upon the situation at hand, and remind yourself that you are responsible. Then ask yourself what you intend to **do** about it. This may involve something designed to change the situation itself or simply to alter the way you feel about it. Remember that there are always options and choosing to give up your own choices usually isn't the best course of action.

- b. You may need to **learn new skills** in order to take action. Many people find that assertiveness training is of enormous benefit in helping them to regain control of their lives.
- c. Stop waiting for other people to solve your problems for you. There are two good reasons for this. First, in most cases they can't – not entirely. Other people may be able to change your immediate situation, but they probably can't prevent difficulties from arising again. Then you find yourself in the same old position of needing to find someone willing to come and “pick up the pieces” again. Taking time to learn the skills you need to solve your own problems usually works much better in the long run and makes you much more popular as people no longer avoid you for fear of becoming over involved in your problems. Remember – **you** are responsible. **What are you going to do about it?**

15. If you don't take steps to get what you want, other people will take steps to get what they want and that isn't always going to be in your best interest. You owe it to yourself and to those around you to take control of your life. Otherwise, life just gets harder for everyone.

H. Taking responsibility

- 1. When we do something that we don't feel good about, often our first impulse is to try to convince ourselves and others that it was not our fault or that we were right to do whatever it was we did.
- 2. Perhaps this is so that others won't think we are wrong or bad, so they won't judge us or try to get revenge.
- 3. It is also so that we will be able to go on thinking well of ourselves. It is an attempt to preserve our self-esteem.
- 4. Taking responsibility means:

- a. Never blaming anyone else or anything else for what you are choosing to be, do, or feel.
- b. Becoming aware of when and how you are denying responsibility so that you can change your behavior.
- c. Becoming aware of the pay-offs for your behavior that lead you to repeat it.
- d. Becoming aware of the multitude of options you have in any given situation.

COMPLETE LEARNING ACTIVITY H.69-1 “RESPONSIBILITY IS IN THE NEWS”
--

I. How to stop making excuses

1. Realize that your success or failure depends on you.
2. It depends on the choices you make.
3. It depends on your attitude.
4. Resolve to start accepting responsibility today.
5. Don't find an excuse; find a way.
6. Remember what Winston Churchill said, “Responsibility is the price of greatness.”
7. Beware of rationalization. We make excuses to hide behavior of which we are ashamed. Rationalization is the process of trying to hide shameful conduct from ourselves. This is dangerous because we become unaware of what we are doing.
8. However, you can fight rationalization by looking for cues. For instance, if someone challenges your conduct and you become angry, it probably suggests you are guilty as charged. Why would you get angry if you were innocent?

9. From time to time, stop and examine your progress. Compare where you are now with where you would like to be.
10. Ask yourself why there is a gap between these two points. Don't make excuses. Make plans and take corrective action.
11. When you make a mistake, accept responsibility; learn from it and don't repeat it. Use your time for discovering solutions instead of inventing excuses.

COMPLETE LEARNING ACTIVITY H.69-2
"CASE STUDY ACTIVITY"

J. Practicing responsibility

1. Most of us are guilty of having done something we shouldn't have, or of not doing something we should have.
2. When we are questioned about our conduct, do we accept responsibility and admit we are at fault?
3. Excuses negate responsibility.
4. If we are to take credit for our successes, we must assume responsibility for our failures.
5. "He that is good for making excuses is seldom good for anything else." (Benjamin Franklin)
6. Excuses are harmful because they prevent one from succeeding.
7. When we make excuses and repeat them often enough, they become a belief. The belief then becomes a self-fulfilling prophecy.
8. Once we accept responsibility, we can evaluate our actions and take corrective measures to find solutions to our problems. Excuses, on the other hand, are like stop signs; they halt our progress.

9. By refusing to make excuses and embracing responsibility, we reap many rewards.
10. The successes brought by this attitude act as a foundation for self-respect, pride, and confidence.
11. Responsibility breeds competence and power.
12. By living up to our promises and obligations, we win the trust of others. Once we are seen as trustworthy, people will willingly work with us.
13. Making excuses can put the brakes on our progress, while accepting responsibility can lead us to the top.

**COMPLETE LEARNING ACTIVITY H.69-3
“PANEL DISCUSSION”**

**COMPLETE LEARNING ACTIVITY H.69-4
“JOURNAL WRITING”**

**COMPLETE LEARNING ACTIVITY H.69-5
“SERVICE LEARNING”**

**COMPLETE READING ACTIVITY H.69
“TAKING RESPONSIBILITY”**

**COMPLETE MATH ACTIVITY H.69
“AVERAGING”**

Administer Post-Assessment

LEARNING ACTIVITY H.69-1
“RESPONSIBILITY IS IN THE NEWS”

OBJECTIVE: To compare and contrast accepting responsibility with refusing responsibility

RESOURCES: Newspapers, magazines

SUGGESTED TIME: 5–6 hours

DIRECTIONS:

1. Students are assigned to look through magazines and newspapers to find one article about a person who accepted an important responsibility and one article about a person who refused to accept responsibility for something.
2. Students will write a paper summarizing the two articles and discuss the rewards and consequences involved in the choices made by the individuals in the articles.
3. Students will share their reports with the class.

LEARNING ACTIVITY H.69-2
“CASE STUDY ACTIVITY”

OBJECTIVE: To develop case studies based on interviews with employers

RESOURCES: Employers to interview

SUGGESTED TIME: 6–8 hours (interview preparation, interview, case study development, case study response, presentation to class)

DIRECTIONS:

1. Divide the class into teams.
2. Each team is to develop a series of questions to use during an interview with an employer. The questions should be developed around the topic of “How important is it that employees are responsible?”
3. Each team must make an appointment with an employer from the community and record the responses to the questions that were developed.
4. After the interview, the team must write a case study story (with no final ending) based on information obtained from the interview.
5. Case studies will be collected from teams and redistributed so that each team has a case study developed by another team.
6. Each team will write a response to the case study they have been given.
7. Teams will present the case study and the response to the class. A discussion should follow each presentation.

LEARNING ACTIVITY H.69-3
“PANEL DISCUSSION”

OBJECTIVE: To provide a variety of opinions concerning the importance of responsibility from the perspective of employers

RESOURCES: None

SUGGESTED TIME: 3-4 hours

DIRECTIONS:

1. Students are to break into teams. One team will contact employers in the area to invite them to participate in the panel discussion. One team makes all of the arrangements at the school (inviting other classes to attend, arranging for an appropriate room/facility in the school). One team will take responsibility for publicity before and after the panel discussion (local newspaper, school newspaper). One team takes responsibility for greeting and introducing speakers, asking the principal/administrator to welcome the guests, and timing the presentation. One team takes responsibility for sending thank you notes after the panel discussion.
2. The focus of the panel will be to present examples of employees who did and did not accept responsibility/act responsible. Discuss rewards and consequences.

LEARNING ACTIVITY H.69-4
“JOURNAL WRITING”

OBJECTIVE: Student will demonstrate writing skills by creating a journal entry centered on a topic assigned by the Specialist

RESOURCES: None

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Provide students with the topic they are to use for this journal writing activity. The topic should relate to this module.
2. Assign the page range for the journal writing assignment.

This range could vary depending on the timeframe provided for the assignment, the writing skills of the entire group, a small group of students, or individual students. This assignment can be individualized by the Specialist by placing the page length in the blank space on the work sheet.

LEARNING ACTIVITY H.69-4
“JOURNAL WRITING”
WORK SHEET

NAME:

DATE:

TOPIC:

DATE DUE:

PAGE LENGTH:

LEARNING ACTIVITY H.69-5
"SERVICE LEARNING"

OBJECTIVE: Students will participate in a service learning activity assigned by the Specialist

RESOURCES: Learning Activity H.69-5

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Identify the type of support linkage which could be used to reinforce the key concept(s) in this module with students (See "Types of Support Linkages").
2. With your students, identify the school and/or community resources which could be contacted to create a Service Learning Activity for this module (See "Community Resources").
3. With students, brainstorm, organize, implement and evaluate the effectiveness of the Service Learning Activity using the "Service Activity Action Plan."

TYPES OF SUPPORT LINKAGES		
Direct Services to Students	Consultative and Technical Assistance	Information and Referral
Community agencies	Professional organizations	Career counseling centers
Parents and personal advocates	Service organizations	Work experience and job placement services
Local education agency support/auxiliary staff	Parent organizations	School and private psychologists
Volunteer and service organizations	Advisory groups	Tutors
Placement services	State education agency personnel	Recreational programs
Postsecondary programs and personnel	Business/industry personnel and programs	Employers
Transitional services	Other vocational support service teams	Employment Services
Other school-based personnel	Local colleges and universities	Community agencies for counseling or health services
	Vocational education research and development resource center(s)	New schools (transfer students)
		Division of Vocational Rehabilitation
		Job Training Partnership Program

Source: HANDBOOK FOR VOCATIONAL SUPPORT SERVICE TEAMS IN MARYLAND

COMMUNITY RESOURCES

Federal and State Agencies provide services to their local and regional offices. Such services include financial support, job training and placement programs, housing, health, youth programs, consumer information, and legal aid. Examples include:

- legal services
- armed services
- state employment services
- state agency or school for the visually impaired
- State Department of Welfare
- mental health agency
- Department of Immigration
- Veterans Administration
- Social Security Administration
- Job Training Partnership Act (JTPA)
- Community Action Program
- law enforcement agency
- legal and judicial agencies
- Bureau of Indian Affairs
- public health service
- social services
- adult continuing education programs
- Office of Economic Opportunity
- civil service programs
- Rehabilitation Services Administration
- employment services
- Parks Department
- public health programs
- Adult Basic Education programs
- migrant programs
- military service representatives
- Planned Parenthood
- correctional facilities
- Governor's/Mayor's Committee for Employment of the Disabled

Community agencies and organizations provide such services as youth recreation, counseling and tutoring, employment and job training, foster care placement, and leadership development. Examples include:

- Chamber of Commerce
- YMCA/YWCA
- drug and alcohol abuse centers
- Red Cross
- child abuse/women's centers
- urban league
- adult continuing education programs
- student financial aid programs
- League of Women Voters
- mental health clinics
- probation and parole services
- children and youth services
- foster homes
- halfway houses
- community action programs
- migrant programs
- bilingual programs
- dropout prevention programs
- parent-teacher organizations
- American Legion
- Veterans of Foreign Wars
- Salvation Army
- JAYCEES
- Optimists
- Goodwill Industries

Citizen and special interest groups typically offer scholarship programs, legal aid, daycare, and transportation. Examples include:

- Lions Club
- canes
- Rotary
- churches
- women's and men's clubs in the community
- crisis intervention centers
- hospitals
- Girl Scouts
- Campfire Girls
- Big Brothers and Sisters
- Boy Scouts
- Indian guides
- Knights of Columbus
- Sertoma
- Elks
- retired citizens
- Volunteer tutor groups

Business, industry, and labor organizations are good sources of field trips, guest speakers, job opportunities, and occupational and product information. Examples include:

- Trade and labor unions
- Advisory committee members
- Employers
- Personnel offices
- industrial supervisors

Source: Sarkees-Wircenski, M. & Scott, J. VOCATIONAL SPECIAL NEEDS

SERVICE ACTIVITY ACTION PLAN

IMPLEMENTATION ACTIVITY/IDEA	
IMPLEMENTATION STEPS	RESOURCES NEEDED

PERSONNEL/AGENCIES/ COMMUNITY	REPRESENTATIVE INVOLVED RESPONSIBILITIES
POSSIBLE BARRIERS	CREATIVE SOLUTIONS
TIMEFRAME	

READING ACTIVITY H.69
“TAKING RESPONSIBILITY”

OBJECTIVE: To read with comprehension

RESOURCES: Reading Activity H.69

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of Reading Activity H.69 and distribute to each student.
2. Have students read “Taking Responsibility.”
3. Have students complete the “Reading Recall” and check their answers for accuracy.
4. Discuss the story with your students.

“TAKING RESPONSIBILITY”

The first week of football practice was the worst in my life. There were sixty of us. We knew that by the first day of classes there would be only forty. The summer practices were used to decide who would be cut and who would stay. Our coach – we called him Bulldog – didn’t like any of us at first. I think he purposely tried to get us to quit. He was constantly yelling at us, and the hot summer weather made everyone sort of edgy.

On the first or second day we had a long meeting after the practice. Bulldog said we needed to accept responsibility and do our job. We couldn’t become a team until we started accepting responsibility for our individual assignments. Of course we all needed some discipline and hard work. And as soon as we knew the plays and the drills, we could start to become a team, each person doing their job responsibilities – linemen blocking, secondary making tackles, running backs hitting the hole, the quarterback hitting his receivers.

This was a little confusing, but after some players were cut and the positions were filled, I could feel what he was saying.

I worked with the defensive unit. As the summer went on, all the defensive players grew closer together. We worked together. When someone made a good tackle, all of us felt good. If the coach didn’t like our playing, we all tried a little harder.

Almost into September we had another long meeting. “You’re all starting to see what I meant by taking responsibility, aren’t you?” he said. “I can see that all units – defensive, offense, and the special teams – are now working well together. Now as the season is drawing near, we have to look at the team as a whole. We are the Rochester Rams. We will be representing our school. I want you fellows to be proud of this and let everyone see it in your attitude.”

Starting back to school was great. Bulldog told us to dress neatly and act like responsible young men. All of us wore blazers in the school colors on Fridays because that was the day of the football games. It seemed that the more pride we had in our team, the better we played. Our season went along great, too.

Having pride in the team made me proud of my school, too. Most of the students went to the games. It was great to hear them cheering when we made a good play. It made the whole year seem to go faster.

Even when we lost the final game, there was a parade for us in town. I was really sad about losing. But then, when the cars went down the main street with all of us in them, everyone went crazy. It really made me feel good. We had gone from sixty separate nobodies, to the second-best team in the league. We were tight – the Rochester Rams, pride of the whole city. I think this was the best time of my life. I learned to take responsibility for myself and the outcome benefits many others.

READING RECALL

PART I

DIRECTIONS: How well did you read? Use information from the story to help you do the matching questions below.

A

B

- | | |
|------------------------------------|---|
| 1. The coach _____ | a. lost the final game. |
| 2. Rochester High School _____ | b. was called Bulldog. |
| 3. The Rochester Rams _____ | c. made everyone feel edgy. |
| 4. The hot summer weather
_____ | d. had the second best team in
the league. |

PART II

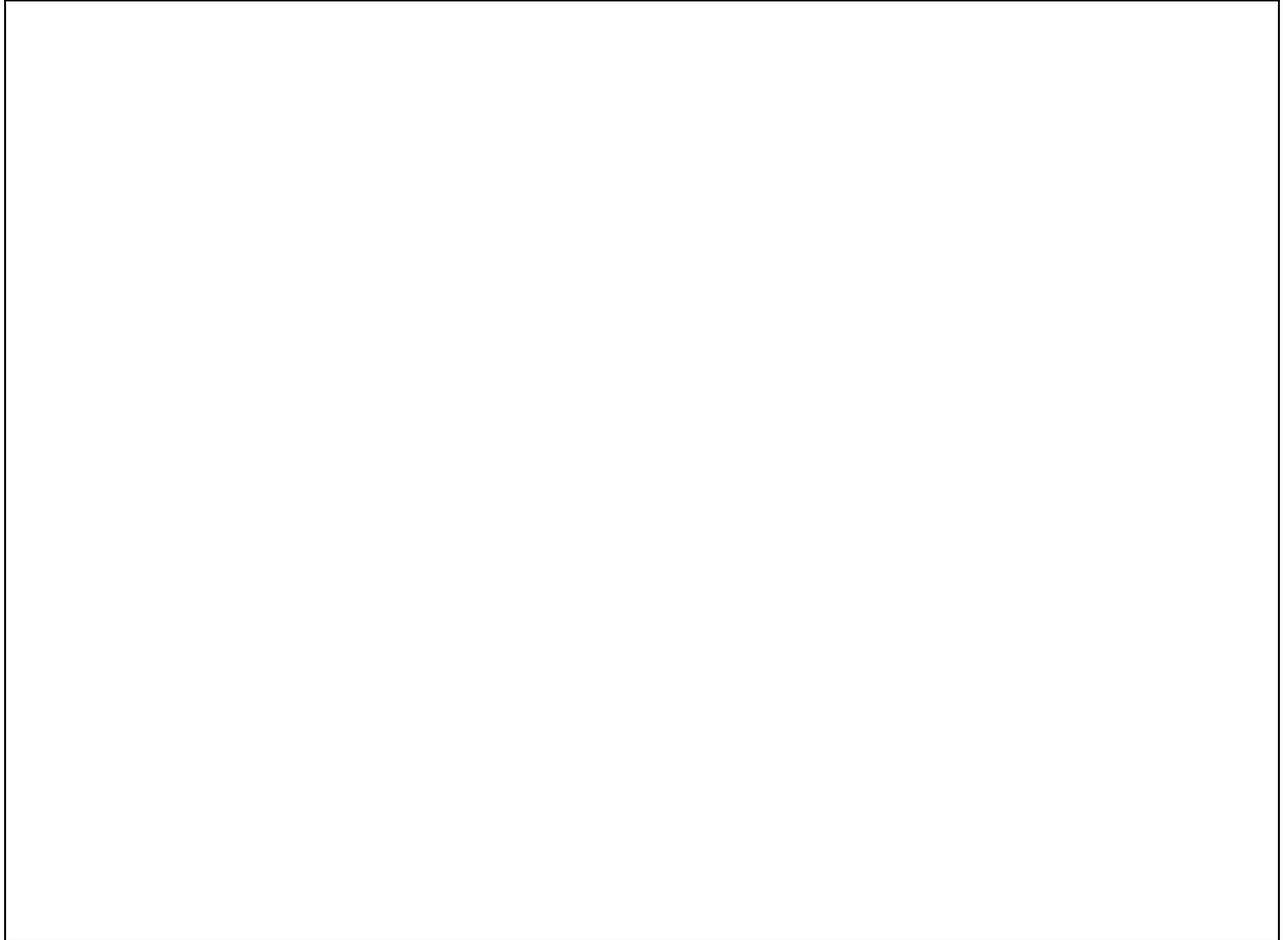
DIRECTIONS: Choose words from the vocabulary list below to complete the following sentences. Not all words will be used.

practices purposely confusing defensive attitude
positions representing separate responsibility constantly

1. The young child was _____ asking for something to eat.
2. Trying to listen to two people at once can be _____.
3. His poor _____ toward school showed in his low grades.
4. The girls and boys have _____ gym classes at our school.
5. He was _____ trying to make me laugh.

PART III

DIRECTIONS: Five vocabulary words were not used to complete the sentences above. Write 5 sentences using the 5 vocabulary words not used above.



MATH ACTIVITY H.69
“AVERAGING”

OBJECTIVE: To demonstrate the ability to calculate averages

RESOURCES: Work Sheet—Math Activity H.69

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of the work sheet for Math Activity H.69 and distribute to each student.
2. Have students complete the questions on the work sheet and check their answers for accuracy.
3. Discuss the Math Activity with your students.

MATH ACTIVITY H.69
“AVERAGING”
WORK SHEET

DIRECTIONS: This activity will give you practice with computing averages. Just a reminder! To find an average, you add to find the total amount. Then you divide by the number of items you added. (See example below.)

Step 1	3	Step 2	
	4		
Add	$\frac{5}{12}$	Divide	$12 \text{ (total)} \div 3 \text{ (number of items)} = 4$

Average = 4

- The program at all Rochester High School home games has a chart of information on each player. Part of the chart is shown below. Use the chart and what you know about averages to fill in the answers for each row. Round your answers to the second decimal place.

<i>Player</i>	<i>Height (inches)</i>	<i>Weight (pounds)</i>	<i>Age (years)</i>	<i>Grade</i>	<i>Years on the team</i>
McNab	72	240	18	12	3
Wong	75	245	18	11	2
O’Hara	69	219	17	12	3
Fernandez	70	202	18	12	2
Miller	71	195	17	11	2
Smith	68	197	15	10	1
Robbins	74	210	16	11	2
Total					
Average					

2. The Rochester Rams had to weigh in once a week before practice. The first 5 members of the team weighed 189, 210, 206, 196, and 230 pounds. Find their average weight.

3. The coach had members of the team practice 50-yard dashes. Their times, in seconds, were as follows: 8.0, 7.8, 9.2, 8.1, 9.0, 7.9, and 8.1. Find the average time of these players.

4. The total weight of 11 members of the Rams squad is 2,200 pounds. What is the average weight of a player on the team?

PRE-ASSESSMENT **POST-ASSESSMENT**

DIRECTIONS: Answer the following questions to the best of your ability.
A listing of points as opposed to sentences is suggested.

1. What personal qualities, work habits and attitudes are important in order to adequately prepare for the workforce?

2. Why is responsibility important?

3. What are the characteristics of a responsible person?

4. Name four common elements of responsibility.

5. Identify six benefits of being responsible.

6. What does taking responsibility mean?

7. What are some ways to stop making excuses?

ANSWER KEY

PRE-ASSESSMENT POST-ASSESSMENT

1. What personal qualities, work habits and attitudes are important in order to adequately prepare for the workforce?

- Self-esteem/self worth
- Responsibility
- Sociability
- Self-management
- Integrity and honesty
- Selflessness and humanity

2. Why is responsibility important?

- Many people think about their lives as something that just happens to them instead of something that they can control themselves.
- They drift through life reacting to the actions of others instead of taking steps on their own behalf.
- People who don't know where they are going, usually end up where they don't want to be.
- If we don't take control of the direction our lives will take, we leave ourselves to the mercy of others, often with disastrous consequences.
- The difficulty is that it often **feels** easier to leave all the decisions to someone or something else.
- If we can make another person responsible for our situation or our circumstances, then somehow we can be happy without having to make any effort.
- Unfortunately it doesn't really work that way.
- We can give other people **authority** over us **if we wish**, but we can never make them **responsible** for us, our actions or our happiness. These things can only be our own responsibility.

3. What are the characteristics of a responsible person?

- Firmly set aside incompatible desires and resist distractions.
- Productivity

- Honesty
- Perseverance
- Persistence

4. Name four common elements of responsibility.

- The recognition and acceptance of the consequences of each individual's actions
- A caring attitude for yourself and others
- A sense of control in determining one's direction in self and social settings
- The development of leadership, communication, cooperation and social skills that encourage a sense of self and group responsibility

5. Identify six benefits of being responsible.

- Self-confidence
- Motivation
- Self-reliance
- Greater productivity
- Fuller expression of potential
- Self-esteem

6. What does taking responsibility mean?

- Never blaming anyone else or anything else for what you are choosing to be, do, or feel
- Becoming aware of when and how you are denying responsibility so that you can change your behavior
- Becoming aware of the pay-offs for your behavior that lead you to repeat it
- Becoming aware of the multitude of options you have in any given situation

7. What are some ways to stop making excuses?

- Realize that your success or failure depends on you
- Don't find an excuse, find a way

- Beware of rationalization
- From time to time, stop and examine your progress
- When you make a mistake, accept responsibility; learn from it; and don't repeat it

ANSWER KEY
READING ACTIVITY

PART I

A

B

- | | |
|---|--|
| 1. The coach <u> b </u> | a. lost the final game. |
| 2. Rochester High School <u> d </u> | b. was called Bulldog. |
| 3. The Rochester Rams <u> a </u> | c. made everyone feel edgy. |
| 4. The hot summer weather <u> c </u> | d. had the second best team in the league. |

PART II

1. The young child was constantly asking for something to eat.
2. Trying to listen to two people at once can be confusing.
3. His poor attitude toward school showed in his low grades.
4. The girls and boys have separate gym classes at our school.
5. He was purposely trying to make me laugh.

PART III

- Answers will vary

**ANSWER KEY
MATH ACTIVITY**

1.

<i>Player</i>	<i>Height (inches)</i>	<i>Weight (pounds)</i>	<i>Age (years)</i>	<i>Grade</i>	<i>Years on the team</i>
McNab	72	240	18	12	3
Wong	75	245	18	11	2
O'Hara	69	219	17	12	3
Fernandez	70	202	18	12	2
Miller	71	195	17	11	2
Smith	68	197	15	10	1
Robbins	74	210	16	11	2
Total	499	1508	119	79	15
Average	71.29	215.43	17	11.29	2.14

2. 206.2 lbs.

3. 8.3 seconds

4. 200 lbs.